

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) ___ Elementary ☒ Middle ☒ High ___ K-12 ☒ Charter

Name of Principal Mrs. Barbara Beland O'Connor
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Orange County High School of the Arts
(As it should appear in the official records)

School Mailing Address 1010 N. Main Street
(If address is P.O. Box, also include street address)

Santa Ana, California 92701-3602
City State Zip Code+4 (9 digits total)

County Orange County State School Code Number* 30666703030723

Telephone (714) 560-0900 Fax (714) 664-0461

Website/URL www.ocsarts.net E-mail barbara.oconnor@ocsarts.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Ralph Opacic
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Orange County High School of the Arts Tel. (714) 560-0900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Dr. Carolyn Breeden

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
1 Other (Grades 7-12)
1 **TOTAL**

2. District Per Pupil Expenditure: \$6,564

Average State Per Pupil Expenditure: \$7,692

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ [X] Urban or large central city
☐ [] Suburban school with characteristics typical of an urban area
☐ [] Suburban
☐ [] Small city or town in a rural area
☐ [] Rural

4. 6 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	32	130	162
K				8	44	147	191
1				9	60	170	230
2				10	63	170	233
3				11	74	163	237
4				12	77	167	244
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1,297

6. Racial/ethnic composition of the students in the school: 65 % White
3 % Black or African American
16 % Hispanic or Latino
15 % Asian/Pacific Islander
1 % American Indian/Alaskan Native
100 % Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 8 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	68
(3)	Total of all transferred students [sum of rows (1) and (2)]	95
(4)	Total number of students in the school as of October 1	1273
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0746
(6)	Amount in row (5) multiplied by 100	8%

8. Limited English Proficient students in the school: 1 %

Number of languages represented: 3 8 Total Number Limited English Proficient

Specify languages: Spanish, Korean, and Russian.

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 78

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4 %

47 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>7</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>25</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>41</u>	<u>4</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff*	<u>2</u>	<u>2</u>
Total number	<u>50</u>	<u>6</u>

* This includes two (2) academic advisors, a part-time Speech/Language Therapist and a part-time Psychologist

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 27:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-05	2003-04	2002-03	2001-02	2000-01
Daily student attendance	96%	96%	96%	95%	94%
Daily teacher attendance	99%	98%	98%	99%	99%
Teacher turnover rate	16%	6%	8%	19%	9%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)*	0%	0%	0%	0%	0%

* OCHSA’s enrollment has increased each year. See below:

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Yearly student enrollment	1,273	1,204	1,172	1,006	806

14. **(High Schools Only) Show** what the students who graduated in Spring 2005 are doing as of September 2005.

Graduating class size	198
Enrolled in a 4-year college or university	68 %
Enrolled in a community college	30 %
Enrolled in vocational training	0 %
Found employment	1 %
Military service	1 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	100 %

PART III - SUMMARY

The Orange County High School of the Arts (OCHSA) is an independent public charter school, sponsored in 2000 by Santa Ana Unified School District, that provides a rigorous academic and unparalleled arts education for students in seventh through twelfth grades. The culturally diverse student body of 1300 students commutes from 92 cities representing 49 school districts in Southern California. Students and parents value the creative, challenging, and nurturing environment that exists at OCHSA. The U.S. Department of Education and the National Endowment of the Arts recognized OCHSA as a model arts education program. In fall of 2004, the Western Association of Schools and Colleges (WASC) granted the school a full six-year accreditation without review. Most recently, OCHSA was chosen for the national level Creative Ticket Award sponsored by the Kennedy Center Alliance for Arts Education.

The campus encompasses a total of 120,000 square feet of space in four buildings (one eight-story high rise) on Main Street in downtown Santa Ana, California. The school is at the crossroads of three major freeways and the Amtrack/Metrolink station, which allows access for the commuter students. The neighborhood is typical of a large urban city (population: 350,000) that is experiencing a rebirth. OCHSA joins a coalition of arts agencies that have contributed to the gentrification of the city whose motto is "Arts and Education."

OCHSA provides a challenging college preparatory program aligned to the California State Standards. State and school assessments indicate that students achieve above expectations. They maintain a school-wide Grade Point Average (GPA) of 3.23, a 100 percent graduation rate, and 98 percent of the class of 2005 presently attend college. The school is ranked in the top 10 percent of high schools in California and is fifth out of 69 high schools in Orange County, based on an Academic Performance Index (API) score of 863.

The school operates from a total annual budget of \$11 million. The academic program is funded by the state with approximately \$8 million per year. However, OCHSA relies on individual donors, business and community partnerships, grants, and the OCHSA Foundation for the \$3 million necessary to support the eleven conservatory programs. Nearly 25 percent of the students receive financial assistance for their art education.

To be considered for acceptance to one of the arts conservatories, students must submit an application, maintain a 2.0 GPA, include letters of recommendation, and participate in an audition process. While students demonstrate their talent and skills during the audition, the conservatory directors are eager to

select candidates who are enthusiastic about learning and interested in the arts, even though they might not have prior experience in a specific conservatory. Proudly, Special Needs students experience academic success at OCHSA due to the strong support system prepared by the specialists and teachers.

The OCHSA community strives to maintain three main principles: collaboration, communication, and support for student learning. The culture is one of collegiality, and there is open communication among all stakeholders. Parent involvement is imperative for the overall functioning and management of the school, and thousands of hours of volunteer service support all aspects of student life and learning. A shared leadership model guides staff, parents, administrators, and the community in working towards school-wide goals. Teachers are passionate about their craft and collaboratively plan learning activities that utilize a variety of instructional strategies to engage students in critical thinking. The support staff contributes significantly to the positive culture of the school through a keen desire to serve the OCHSA community with efficiency, flexibility, and concern for the individual student. The culture is one of success, creativity, risk-taking, support, and fun!

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act of 1999 (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index that ranges from a low of 200 to a high of 1000, and the statewide API performance target for all schools is 800. The API score summarizes the results from the mandated assessments that are the foundation of a school's base API score. These indicators include:

- Standardized Testing and Reporting (STAR) Program
- California Achievement Test (CAT6) – norm-referenced assessment
- California Standards Tests (CST) – English-language arts, mathematics, history-social science, science
- California High School Exit Examination (CAHSEE)

The API scores for OCHSA continue to increase each year from 821 in 2002 to 863 in 2005, all of which are well above the 800 target score. These scores place OCHSA in the top 10 percent of schools in California, and as one of the top five high schools in Orange County. This score earns a rank of ten (highest) in both individual and comparative rankings. Additionally, all ethnic/racial subgroups meet their target growth number each year.

The STAR Program is also an important component of the state assessment system. Administered annually in the spring, the STAR Program was authorized in 1997 by state law to measure how well students acquire the knowledge and skills identified by the CST. The STAR Program is aligned with the CST and is implemented for all students, grades two through eleven. OCHSA's English-language arts scores on the CST have consistently improved from 75 percent of the students scoring at or above proficiency in 2003 to 82 percent of the students scoring at or above proficiency in 2005. This achievement trend may be compared to the overall state scores in 2005 that indicated 39 percent of seventh through eleventh graders in California scored at or above the proficient level.

The federal No Child Left Behind Act of 2001 (NCLB) requires that all schools and local education agencies (LEA) meet Adequate Yearly Progress (AYP) goals. The tests used to determine AYP are the CST in English-language arts in grades two through eight, including a writing assessment at grades four and seven, the CST in mathematics, grades two through seven, and grade eight for the following course-

specific tests: general mathematics, Algebra I, geometry, and Algebra II, the California Alternate Performance Assessment (CAPA) in English-language arts and mathematics, grades two through eight and ten, and the CAHSEE, grade ten. Using the CAHSEE results to determine math achievement levels for AYP assessment, scores in tenth grade math increased from 57 percent proficient or advanced in 2003 to 75 percent proficient or advanced in 2005.

In addition to the STAR and the CST, the state of California requires all high school students to pass the CAHSEE. This exam is tied to the state standards for English-language arts and mathematics and is administered to all sophomores each spring; students repeat the tests until they pass both sections. In 2002, 99 percent of OCHSA tenth graders passed the English-language arts portion and 85 percent passed the mathematics portion, compared to 66 percent of the state's students who passed English-language arts and 43 percent who passed mathematics. In 2005, OCHSA's scores increased to 99 percent proficient and above on the English-language arts test and 98 percent proficient and above in mathematics. These scores were far above the overall state scores of 65 percent proficient or above in English-language arts and 63 percent proficient or above in mathematics. The class of 2005 achieved a 100 percent pass rate on the CAHSEE.

Assessment results can be found at: www.cde.ca.gov/dataquest.

Using Assessment Results

Standards-based instruction and assessment are essential for student achievement of the school-wide learning goals, and collaboration is the heart of this process. Curriculum teams review state testing scores to determine areas of weakness, and an analysis of the STAR, CAHSEE, and Advanced Placement (AP) results determines the standards students need to achieve, which may require adjustments in instruction. After a curriculum team action plan for the year is established, teachers meet on a monthly basis in their content areas to evaluate the progress of the action plan, to discuss student learning, and to share student work. Some examples of change brought about by this collegial process include the creation of leveled algebra classes to differentiate instruction in foundational skills, the introduction of a statistics course as another avenue to pre-calculus, monthly "pacing checks" of all upper level math courses, and the opportunity for seventh grade students who are below grade level in math skills to receive twice the number of instructional minutes. An honors biology class, a math strategies class, English language development courses, and the establishment of math prerequisites for chemistry and physics are other examples of applied interventions due to a thorough examination of assessment results.

Each curriculum team analyzed the state standards in their content area and created "power standards," the essential concepts that are the core of instruction at each grade level. Teachers discussed and determined the vertical alignment of skills and standards to be achieved at each grade level and implemented assessments that measure the level of attainment of the power standards. Teachers use the assessments on an ongoing basis to inform their instruction. Students also utilize assessments to evaluate their work and that of their peers in relation to state, school, and class standards. Examples of this process include peer revision of essays in both language arts and social science, as well as extensive use of rubrics throughout all curricular areas.

Communicating Assessment Results

Communication throughout the educational community is valued, and students, parents, and staff have multiple ways to share, access, and respond to information. Each teacher maintains a "public folder" via the school website to post data such as daily assignments, upcoming projects, and test dates. The staff also has individual voice mailboxes that are accessed through the computer or phone system. Grade books are maintained online, and students and their parents may check the current grades at any time. Progress reports are distributed every six weeks, and parents are encouraged to confer with teachers, support staff, and administrators on an ongoing basis. Standardized test scores are mailed as soon as they become

available. Information is also communicated to parents by means of the Academic and Arts-Based Curriculum Committee (ABC) monthly meetings. The ABC meetings focus primarily on curriculum and instruction issues, and the community has the opportunity to submit agenda topics and to present questions. Parents also are invited to monthly *Tuesdays with the Principal* meetings that are more casual and conversational in format. Any issue that is relevant to the OCHSA community may be discussed, and the open discussion forum of both the ABC and Tuesday meetings promotes meaningful inquiry and communication.

A weekly *State of the Art* email shares current information regarding the conservatory program and announces awards and accolades earned by the students and staff. The *OCHSA News*, another weekly email update, offers information about upcoming academic and arts events, individual student honors, and state and school assessment results. Preview Days allow prospective students and their parents to tour the campus, to meet current students, staff, and administrators, and to participate in a variety of information sessions, which include all relevant state and school-wide testing data. Students share their artistic progress by means of multiple performances throughout the year in each conservatory field.

Sharing Success

The OCHSA Executive Director, Dr. Ralph Opacic, serves as Second Vice President of the International Network of Schools for the Advancement of Arts Education. This organization inspires and promotes excellence in arts education, and the Network serves as an advocate for new members, guiding them in program and professional development and communication. The blueprint for OCHSA and the guidance provided by administrators and staff helped launch other arts-focused schools in Riverside, Coronado, Culver City, Santa Ana, and Oakland, California. We encourage campus visitation and gave tours and assistance to former California Governor Jerry Brown and local Orange County superintendents who expressed interest in creating charter schools. OCHSA Principal Barbara O'Connor is a member of the Advisory Board of the Department of Education at California State University, and all members of the administrative team served on WASC Accreditation Teams.

OCHSA has been awarded several fellowships, including the Gluck Community Arts Fellowship, which provides art outreach and free performances for Orange County residents, particularly low-income youth, seniors, and families. The SURDNA Artist Fellowship identifies outstanding art educators and brings them together to share best practices. Camp OCHSA is an arts outreach program for neighborhood youth. The program offers art workshops taught by OCHSA students and staff and enrolls all interested children at no cost to the participants. The InterDepartmental Delegation (IDD) provides a forum for the conservatories to share their successes with peers, staff, and the community-at-large. As artists, OCHSA students share their work throughout the county by presenting over 160 performances, art exhibits, film screenings, and special events each year, and advertising these successes through the “Art Attack Live,” a daily live television broadcast created and maintained by students in the Film and Television Conservatory.

PART V - CURRICULUM AND INSTRUCTION

Curriculum

OCHSA students are academically productive and creative in their artistic pursuits. The commitment to high expectations for all students is reflected in adherence to the California State Standards in all subject areas, academic and conservatory. To graduate, students must complete 240 credits of study, which are distributed among the core academic subjects of literature and composition, mathematics, science, world languages, electives, physical education, and fine arts. A strong honors program includes thirteen advanced placement courses, and all academic classes, as well as most arts courses, are approved by the University of California (UC). UC approval validates that the courses meet an acceptable standard for

content and rigor.

Teachers work in subject teams for “backwards planning,” a process that uses assessment results to inform lesson development, and “curriculum mapping,” a method of instructional planning that establishes units of study for the year. Because of these collaborative processes, all students learn the same concepts in each subject area, yet the teachers have creative freedom in their classroom instruction. Teachers meet regularly to articulate and coordinate curriculum between and across grade levels.

The power standards of the literature and composition curriculum emphasize technical, analytical, and interpretive writing skills, and students employ writing applications ranging from the personal narrative to the research paper. This process involves standards-based goal setting by the student. Literature study incorporates all genres and concentrates on interpretation and analysis. Vocabulary development and grammatical conventions are integrated in the courses and prepare students for standardized tests, college entrance exams, and the rigors of college coursework. The mathematics curriculum emphasizes problem solving, critical thinking, communication, and integration of concepts. After students master the basics of algebraic thinking, they progress through course offerings that include geometry, Algebra II/trigonometry, trigonometry/math analysis, pre-calculus, statistics, and calculus. There are many levels of these classes offered to ensure understanding of the critical concepts.

Exploration of the world is the goal of the social science curriculum. Students study the relationship between people and the physical world and explore the turning points that have shaped the modern world. Students investigate an understanding of past and present world issues and relate them to historical, geographic, political, economic, and cultural contexts. A wide variety of course offerings include college preparatory, honors, and advanced placement levels to address the learning styles and needs of all students. The science curriculum strives to make students problem solvers as they implement the steps of the scientific method in their observations, experimentation, and analysis. Laboratory investigations occur in every class, at every level, in every field. The scientific method structures the vertical alignment for all levels and classes. The student who focuses on observation skills in seventh grade concentrates on experimental design and analysis when s/he reaches chemistry and physics. Skill development and personal growth are evidenced by laboratory journals and formal lab reports.

Development of fluency is the main goal of the world language curriculum. Students expand their Spanish, French, or Italian written and oral vocabulary through interactive, kinesthetic activities. Classes are taught through immersion in the target language. Students learn to appreciate the customs, literature, and history associated with their language through integrated social science concepts. All courses emphasize the acquisition of basic skills in pronunciation, listening, speaking, reading, and writing with a foundation in grammar. There are honors and advanced placement courses available to challenge interested students. Students enroll in physical education through their sophomore year, and these classes consist primarily of dance instruction (jazz, modern, ballet, tap) and body conditioning courses. Likewise, the elective program allows students to take art courses outside of their designated conservatory.

English

OCHSA students enroll in standards-based literature and composition classes from seventh through eleventh grades, while seniors choose one of the following courses: non-fiction composition, film and literature, mythology, science fiction, Shakespeare, Advanced Placement literature, or Advanced Placement composition. All courses stress the analytical, interactive, and active processes of reading. Discussion of literature and essays is a significant component of classes, and the complexity of the interaction progresses as students mature. These discussions, including Socratic seminars, center not only on content, but also on the writing of the piece, the decisions authors make in writing, and the effect of their decisions. Students often engage in self-selected literature circles where they create their own higher-level discussion questions guided by Bloom’s Taxonomy.

Teachers focus on writing as a process. Frequent writing opportunities, freedom in topic selection, and consistent feedback from teachers and peers contribute to students developing their individual writing voice. Revision is emphasized as the most important step in the writing process, and students create writing portfolios to document the continuity of their personal growth. Consistent high scores on the college entrance exams demonstrate the effectiveness of the writing program. OCHSA alumni comment that this intensive training in the writing process gives them an advantage in their college achievement and careers as professional artists.

Students who demonstrate difficulty in the mastery of reading and writing skills are quickly identified and their performance is discussed during CARE Team, which are meetings that emphasize problem solving via teacher collaboration. A variety of instructional strategies that may assist the student's remediation are shared and an individual "Success Plan" is created. If further observation indicates that more formal intervention is needed, the student may be enrolled in a reading strategies class or be recommended for appraisal by the Student Study Team. Students who are developing English fluency enroll in an English Language Development class in addition to their literature and composition class.

Art

The colony of artists at OCHSA is wildly creative, talented, and undeniably unique. All students enroll in one of eleven art conservatories: Music and Theatre, Instrumental Music, Visual Arts, Creative Writing, Integrated Arts, Production and Design, Film and Television, Commercial Dance, Classical Dance, Ballet Folklórico, or Opera. These departments provide a dynamic and comprehensive instructional and performance program, interaction with professional artists, and collaboration with professional arts organizations.

While the curriculum and activities vary by conservatory, the mission of each is the same: to provide a creative, challenging, and nurturing environment that offers bright and talented students unparalleled preparation for higher education and/or a profession in the arts. The conservatories advocate artistic perception and creative expression in a learning environment that encourages individual success. Conservatory teachers are trained in the California State Standards for Visual and Performing Arts (VAPA), and the curriculum of each conservatory class is aligned to these standards.

The energy at OCHSA is impossible to contain, and the students have countless opportunities to display and showcase their work. Students learn to recognize the historical and cultural influences in art, giving them the tools to evaluate esthetically. All of the conservatories require self-reflection through personal journals, group discussion, and collaborative projects.

Students are fortunate to have professional artists as their classroom teachers, and guest artists present master classes in each department. Susan Egan, Broadway performer and OCHSA alumnus, who served as our Artistic Director, developed "Industry Speaks" seminars, which provide students the opportunity to learn from nationally-recognized artists from all disciplines. This network remains in place and expands each year with new connections and presentations.

Instructional Methods

Students enroll in six 90-minute academic classes, alternating three classes each day, and up to two 90-minute arts classes Monday through Thursday. This block schedule enables the instructors to teach each subject in depth and to engage each student in active learning. For example, in science, students are able to complete an entire laboratory investigation and to gather, record, and analyze group data within a single period. The longer blocks and smaller class size ratio (1:27 academic; 1:20 arts) provide the opportunity for teachers to differentiate their instruction according to the needs of the students. They are able to spend more time with each student, creating scaffolding for some and providing challenges for

others.

Teachers are mindful of different learning styles and seek to create lessons that are active, multidimensional, and social. Whenever possible, kinesthetic learning is employed. Specially Designed Academic Instruction in English (SDAIE) and Cross-Cultural Language and Academic Development (CLAD) techniques are utilized, not only in English Language Development classes, but also in multiple courses. These teaching methodologies appeal to many learning styles, especially those of the creative student. Questioning strategies are open-ended and lead to student discussion and debate. Students are challenged to question concepts and to think critically, yet respect for the opinion of others is always emphasized. Technology is frequently integrated into lessons and student projects, and a school-wide computer lab and graphic design center are available for student use. Teachers assist individual students during “Zero Block,” which is the 45-minute period prior to the start of the school day. Since students attend conservatory classes in the afternoon, teachers and students often meet during their lunch break to review class assignments. Staffed by the Special Services team, students may visit the Academic Lab for social and instructional support before school and throughout the school day.

Professional Development

Each spring, an analysis of survey information from parents, students, and staff, coupled with school and state assessments, determines the school-wide goals for the following year. From these identified goals, a school-improvement action plan is created and professional development objectives that directly impact student achievement are established. The professional development goals for this year include analyzing assessment data to inform instruction, using SDAIE strategies to enhance the learning of EL students, and implementing instructional strategies in math that ensure a greater understanding of algebraic concepts.

Professional development is designed to support school-wide goals as well as teachers’ individual skill needs. Six professional development and teacher planning days provide release time for the staff to engage in general and curriculum-specific workshops. Consultants provide training for attainment of school-wide and personal professional development goals. A state trainer worked with the arts directors and teachers for the past two years to develop their understanding and implementation of the VAPA standards. Teachers are encouraged to participate in county and privately sponsored workshops to maximize their personal growth.

One of OCHSA’s strengths is the support, both financial and professional, for teachers to continue to refine their instructional skills. Each year the teachers and arts directors develop personal goals according to their individual needs. The teachers and directors meet at the beginning of the year with an administrator to share and discuss their individual goals, and to create an action plan for achievement of the goals. Each plan includes what strategies and support are needed for goal attainment, such as peer coaching, workshop attendance, additional release days, access to current research, dialectical journals, site visits, book groups, or Tea Time, which is a monthly meeting to share instructional strategies.

New teachers are provided with ongoing support and training in classroom management and effective instruction based on the California Standards for the Teaching Profession. They are each assigned a “Buddy Teacher” who guides them in the culture of the school and who offers feedback through peer coaching.

PART VII – ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Orange County High School of the Arts

CALIFORNIA STANDARDS TEST

ENGLISH LANGUAGE ARTS GRADE 7

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% Advanced	45%	45%	38%
% Proficient	85%	87%	76%
Number of students tested	152	128	156
Percent of total students tested	100%	100%	99%
Number of students excluded	0	0	1
Percent of students excluded	0%	0%	1%
SUBGROUP SCORES			
1A. Economically Disadvantaged			
% At or Above Proficient	*	*	*
Number of students tested	10	9	7
1B. Non-economically Disadvantaged			
% At or Above Proficient	85%	88%	76%
Number of students tested	142	119	149
2A. English Learners			
% At or Above Proficient	*	*	*
Number of students tested	2	1	0
2B. Fluent – English Proficient & English Only			
% At or Above Proficient	85%	87%	76%
Number of students tested	150	127	156
3A. Special Education			
% At or Above Proficient	*	*	*
Number of students tested	9	3	3
3B. No Reported Disability			
% At or Above Proficient	85%	88%	77%
Number of students tested	143	125	153
ETHNICITY SUBGROUP SCORES			
4. Asian			
% At or Above Proficient	88%	90%	95%
Number of students tested	17	21	20
5. Hispanic or Latino			
% At or Above Proficient	82%	75%	65%
Number of students tested	28	12	17

	2004-2005	2003-2004	2002-2003
6. Black or African American			
% At or Above Proficient	*	*	*
Number of students tested	5	4	8
7. White – Non-Hispanic			
% At or Above Proficient	84%	86%	77%
Number of students tested	99	86	107
STATE SCORES			
% Advanced	13%	11%	10%
% Proficient	43%	36%	36%

STATE CRITERION-REFERENCED TESTS
Orange County High School of the Arts
CALIFORNIA STANDARDS TEST
ENGLISH LANGUAGE ARTS GRADE 8

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% Advanced	40%	39%	33%
% Proficient	83%	73%	73%
Number of students tested	167	177	214
Percent of total students tested	100%	99%	100%
Number of students excluded	0	2	1
Percent of students excluded	0%	1%	0%
SUBGROUP SCORES			
1A. Economically Disadvantaged			
% At or Above Proficient	*	*	*
Number of students tested	9	10	4
1B. Non-economically Disadvantaged			
% At or Above Proficient	82%	74%	74%
Number of students tested	158	167	210
2A. English Learners			
% At or Above Proficient	*	*	*
Number of students tested	2	0	2
2B. Fluent – English Proficient & English Only			
% At or Above Proficient	83%	73%	74%
Number of students tested	165	177	212
3A. Special Education			
% At or Above Proficient	*	*	*
Number of students tested	5	0	2
3B. No Reported Disability			
% At or Above Proficient	83%	75%	74%
Number of students tested	162	173	208
ETHNICITY SUBGROUP SCORES			
4. Asian			
% At or Above Proficient	87%	90%	76%
Number of students tested	30	21	25
5. Hispanic or Latino			
% At or Above Proficient	75%	53%	56%
Number of students tested	12	19	27
6. Black or African American			
% At or Above Proficient	*	*	*
Number of students tested	6	7	9

	2004-2005	2003-2004	2002-2003
7. White – Non-Hispanic			
% At or Above Proficient	82%	74%	77%
Number of students tested	114	125	145
STATE SCORES			
% Advanced	15%	11%	8%
% Proficient	39%	33%	30%

STATE CRITERION-REFERENCED TESTS
Orange County High School of the Arts
CALIFORNIA STANDARDS TEST
ENGLISH LANGUAGE ARTS GRADE 10

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% Advanced	50%	53%	35%
% Proficient	82%	84%	72%
Number of students tested	225	255	206
Percent of total students tested	99%	99%	99%
Number of students excluded	1	2	2
Percent of students excluded	1%	1%	1%
SUBGROUP SCORES			
1A. Economically Disadvantaged			
% At or Above Proficient	*	61%	64%
Number of students tested	10	28	14
1B. Non-economically Disadvantaged			
% At or Above Proficient	84%	86%	73%
Number of students tested	215	226	192
2A. English Learners			
% At or Above Proficient	*	*	*
Number of students tested	1	2	2
2B. Fluent – English Proficient & English Only			
% At or Above Proficient	83%	84%	73%
Number of students tested	224	253	204
3A. Special Education			
% At or Above Proficient	*	8%	*
Number of students tested	7	13	5
3B. No Reported Disability			
% At or Above Proficient	83%	88%	71%
Number of students tested	218	241	31
ETHNICITY SUBGROUP SCORES			
4. Asian			
% At or Above Proficient	83%	84%	71%
Number of students tested	30	31	31
5. Hispanic or Latino			
% At or Above Proficient	77%	71%	57%
Number of students tested	44	42	28
6. Black or African American			
% At or Above Proficient	*	*	45%
Number of students tested	9	4	11

	2004-2005	2003-2004	2002-2003
7. White – Non-Hispanic			
% At or Above Proficient	85%	87%	79%
Number of students tested	135	173	123
STATE SCORES			
% Advanced	14%	14%	11%
% Proficient	36%	35%	33%

STATE CRITERION-REFERENCED TESTS
Orange County High School of the Arts
CALIFORNIA STANDARDS TEST
MATH GRADE 7

	2005	2004	2003
Testing Month	April	April	April
Schoolwide			
% At or Above Proficient	86%	65%	58%
% At Exceeds State Standards	24%	20%	15%
Number of students tested	152	128	156
Percent of total students	100%	100%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
Subgroup Scores			
1. Disabilities			
% At or Above Proficient	*	*	*
Number of Students Tested	9	3	3
2. Economic Disadvantage			
% At or Above Proficient	*	*	*
Number of Students Tested	10	9	7
3. English Learner			
% At or Above Proficient	*	*	*
Number of Students Tested	2	1	
Ethnicity Subgroup Scores			
4. Black or African American			
% At or Above Proficient	*	*	*
Number of Students Tested	5	4	8
5 Asian			
% At or Above Proficient	94%	81%	80%
Number of Students Tested	17	21	20
6. Hispanic or Latino			
% At or Above Proficient	50%	50%	53%
Number of Students Tested	28	12	17
7. White, Non-Hispanic			
% At or Above Proficient	64%	63%	77%
Number of Students Tested	99	86	107

STATE CRITERION-REFERENCED TESTS
Orange County High School of the Arts
CALIFORNIA STANDARDS TEST
MATH GRADE 8

	2005	2004	2003
Testing Month	April	April	April
Schoolwide			
% At or Above Proficient	48%	49%	38%
% At Exceeds State Standards	9%	8%	2%
Number of students tested	167	177	214
Percent of total students	100%	99%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
Subgroup Scores			
1. Disabilities			
% At or Above Proficient	*	*	*
Number of Students Tested	5	4	6
2. Economic Disadvantage			
% At or Above Proficient	*	*	*
Number of Students Tested	9	10	4
3. English Learner			
% At or Above Proficient	*	*	*
Number of Students Tested	2	0	2
Ethnicity Subgroup Scores			
4. Black or African American			
% At or Above Proficient	*	*	*
Number of Students Tested	6	7	2
5 Asian			
% At or Above Proficient	43%	*	*
Number of Students Tested	30	21	25
6. Hispanic or Latino			
% At or Above Proficient	58%	45%	30%
Number of Students Tested	12	19	27
7. White, Non-Hispanic			
% At or Above Proficient	48%	48%	40%
Number of Students Tested	114	124	149

* 8th graders take math tests from several different courses. There were no more than ten Asian students tested in any of the courses, therefore, the percentages At or Above Proficient could not be determined.

STATE CRITERION-REFERENCED TESTS
Orange County High School of the Arts
BASED ON AYP SCORES
MATHEMATICS GRADE 10

	2005	2004	2003
Testing Month	April	April	April
Grade 10 Only			
% At or Above Proficient	75%	74%	57%
Number of students tested	167	177	214
Subgroup Scores (Grades 8 & 10)			
1. Disabilities			
% At or Above Proficient	*	5%	7%
Number of Students Tested	7	19	15
2. Economic Disadvantage			
% At or Above Proficient	*	51%	50%
Number of Students Tested	8	47	24
3. English Learner			
% At or Above Proficient	78%	91%	*
Number of Students Tested	14	11	8
Ethnicity Subgroup Scores (Grades 8 & 10)			
4. Black or African American			
% At or Above Proficient	60%	33%	24%
Number of Students Tested	12	15	27
5 Asian			
% At or Above Proficient	76%	80%	70%
Number of Students Tested	56	71	75
6. Hispanic or Latino			
% At or Above Proficient	58%	54%	45%
Number of Students Tested	49	72	73
7. White, Non-Hispanic			
% At or Above Proficient	63%	65%	56%
Number of Students Tested	216	375	374

STATE CRITERION-REFERENCED TESTS
Orange County High School of the Arts
CALIFORNIA HIGH SCHOOL EXIT EXAM
MATHEMATICS GRADE 10

	2005	2004	2003
Testing Month	March	March	March
Grade 10 - All Students			
% At or Above Proficient	98%	96%	88%
Number of students tested	222	247	206
Percent of total students	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
Subgroup Scores			
1. Disabilities			
% At or Above Proficient	*	*	57%
Number of Students Tested	7	8	14
2. Economic Disadvantage			
% At or Above Proficient	*	89%	80%
Number of Students Tested	2	25	12
3. English Learner			
% At or Above Proficient	*	*	*
Number of Students Tested	0	2	2

STATE CRITERION-REFERENCED TESTS
Orange County High School of the Arts
CALIFORNIA HIGH SCHOOL EXIT EXAM
English Language Arts GRADE 10

	2005	2004	2003
Testing Month	March	March	March
Grade 10 - All Students			
% At or Above Proficient	99%	97%	99%
Number of students tested	223	257	208
Percent of total students	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
Subgroup Scores			
1. Disabilities			
% At or Above Proficient	*	*	92%
Number of Students Tested	7	8	13
2. Economic Disadvantage			
% At or Above Proficient	*	90%	100%
Number of Students Tested	2	26	15
3. English Learner			
% At or Above Proficient	*	*	*
Number of Students Tested	0	2	2